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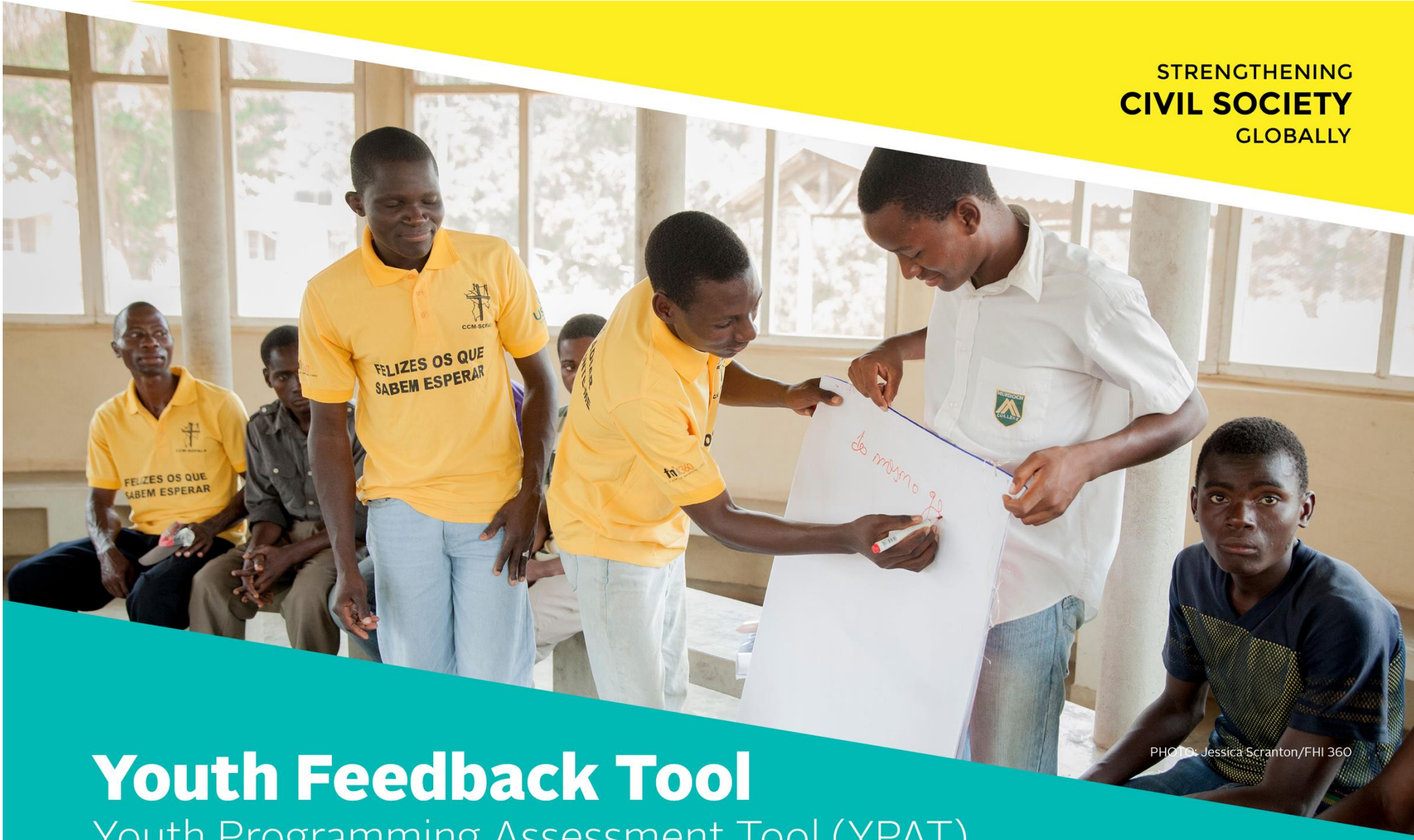

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Youth Feedback Tool

Youth Programming Assessment Tool (YPAT)

June 2019

This Youth Feedback Tool: *Youth Programming Assessment Tool (YPAT)* is made possible by the support of the American People through the United States Agency for International Development (USAID.) The contents of this Youth Feedback Tool are the sole responsibility of FHI 360 and do not necessarily reflect the views of USAID or the United States Government.

YOUTH FEEDBACK FORM

This Youth Feedback tool is part of the Youth Programming Self-Assessment (YPAT) Tool. YPAT is a tool to support youth- serving civil society organizations (YSOs) to reflect on their own practices, evaluate how their programming performs against best practices and identify areas of improvement. The goal of this youth feedback tool is to capture your experiences and perceptions as youth participants to ensure youth's voices are heard in the organization self-assessment process.

Youth engagement in the self-assessment follows a two-stage process: 1) completion of Youth Feedback Form in Youth Reflection Group(s), followed by 2) participation of selected youth representatives in the Self-Assessment Committee. In the first stage, one or more groups of youth convene to fill out the Youth Feedback Form below that captures youth experiences and perceptions regarding key standards contained in the main Self-Assessment Form. In the second stage, two or more youth representatives selected from within the youth reflection groups participate in the Self-Assessment Committee to present the views, opinions, and suggestions that arose from their group reflections, as it relates to the standards in the Self-Assessment Form.

INSTRUCTIONS:
The Youth Feedback Form contains a series of statements, each related to one standard contained in the main YPAT tool. Read each statement below carefully, discuss and reflect as a group and respond with your honest feedback. For each statement, rate on a scale of 1 "Never True" to 4 "Always True" in terms of how true this is within your program. Then, rate on a scale of 1 "Not important" to 4 "Very important", about how important it is to you that your program incorporates this statement. Finally, provide concrete evidence of how this statement is or is not implemented within your program.

Important: Each youth reflection group should fill out only ONE tool.

*Program staff may refer to teachers, volunteers, and anyone else who works as staff.

Standard	Youth Statement	1. Never 2. Rarely 3. Sometimes 4. Always	How important it is to you that your program incorporates this? 1. Not important 2. A little important 3. Moderately important 4. Very important	Evidence
ASSETS AND AGENCY				
Program design for youth skills building				
Statement is asked to frame for following questions in this section	Examples of soft skills that we learn are….[write examples in evidence column, and reference those skills for the questions below]			
1.A.1 The program explicitly targets specific skills and has structured activities to develop the skills throughout the program.	Do you practice *skills* throughout the program?			
1.A.2 The program uses experiential or project-based activities to promote youth skill development.	Do you have **different kinds of opportunities** to practice the skills you learn throughout the program? (examples: role plays, mock scenarios, simulations, community service, outdoor projects)			
1.A.3 Youth experiences in the program are paired with time to reflect on what was learned and how well a skill was applied.	Towards the end of activities, do you have a **set time** for reflection (individually or in groups) where you think about what you learned, how you did, what you liked/disliked, and challenges you experienced?			
1.A.5 **The program is designed to provide youth**	In the program, do you have challenging activities that help you learn new things and gain more confidence in yourself?			

opportunities to develop and master new skills and experience challenging activities to develop confidence.				
1.A.6 **The program incorporates opportunities for youth to develop plans and vision for the future to contribute to agency.**	During the program, do staff help you reflect on your future goals and plans?			
Facilitator/Staff practices for youth skills building				
1.B.1.Program staff consistently adapt skill-building opportunities to fit youths' skills levels (activities are challenging, but doable).	Do program staff change the activity when you find it too difficult or too easy? **This happens throughout the activities, not only staff asking for feedback at the end of the program or day.			
1.B.2. Program staff provide adequate level of support to stimulate skill growth	Do program staff challenge you to find the answers to problems yourselves, but also give you support when you are completely stuck?			
1.B.3.Program staff use participatory and interactive facilitation techniques	During activities, do staff ask open-ended questions, guide interactive brainstorming, and/or have discussions and debates with you?			

Standard	Youth Statement	How often is this part of your program? 1. Never 2. Rarely 3. Sometimes 4. Always	How important it is to you that your program incorporates this? 1. Not important 2. A little important 3. Moderately important 4. Very important	Evidence
CONTRIBUTION				
2.A.1 **Youth of all social and identity groups are actively engaged in program decision-making.**	Does the organization ask for your feedback before creating new activities?			
	Does the organization include you in meetings when designing activities?			
2.A.2.Youth are provided opportunities for leadership.	Do you have opportunities to choose activities you want to lead?			
2.A.3.The program provides youth opportunities to engage with their program and/or community.	Do you have opportunities to contribute to your program or community? Program examples: peer mentorship, tutoring Community examples: community service, volunteering, community performances and neighborhood events			
	When you do community service activities, do you learn about the background of the issue, and how to take action? (eg: advocacy campaigns)			

ENABLING ENVIRONMENT				
Healthy relationships and bonding - youth adult relationships				
3.A.2. Program staff demonstrate care and respect	Do program staff treat you with care and respect?			
	Do you feel comfortable sharing your perspective with staff, and do you know that they won't share your concerns with others if you ask them not to (confidentiality)?			
	Do you ask staff for guidance on issues within and outside of the program?			
3.A.3. Program expands youth exposure to positive and supportive adults	During the program, have you been introduced to an adult that you feel comfortable talking to about your challenges and successes?			
Healthy relationships and bonding - peer relationships				
3.B.1.The program guides youth on how to foster a positive bond with their peers	Does program staff help you reach agreement when people disagree during group activities?			
	During the programs, do you have set times when you share personal stories?			
3.B.2. The program builds a sense of community and trust	Do you feel that you are part of a community by participating in the program?			
	Have you created friendships that continue outside of the program?			
Belonging and Membership				
3.C.2. Program provides an inclusive environment for all young people, where all social differences are respected	Are there activities that make you talk to people who are different from you?			
	Does everyone show each other mutual respect, no matter their religions, ethnicities, genders, and abilities?			
3.C.4. Program staff learn about challenges facing youth in and out of the program to ensure youth feel	Does program staff ask you about the challenges you face and works with you to try to overcome them?			

comfortable in the program and help youth to overcome the challenges.				
Positive Norms, expectations, and perceptions				
3.D.1. Guidelines for behavior and ground-rules are documented and are created collaboratively with youth	Do you work with the staff to create program rules?			
	Are the rules created are displayed in ways that are visible to everyone (e.g., poster)?			
3.D.2. The program recognizes and rewards youth's positive contributions and acknowledges youth's value.	Do program staff recognize your achievements through some public display, such as certificates, announcements, celebrations, etc.?			
Safe Space				
3.E.1. Program develops a safe and supportive environment where youth feel valued and comfortable to be themselves	Do you feel safe in the program?			
	Do you feel comfortable in expressing yourself without fearing that you will later be blamed, criticized, or made to feel bad about your opinion?			
Access and integration among family, community and program				
3.F.2. Youth are linked to opportunities/resources in the community as needed or appropriate	Are you told about different opportunities/resources in the local community (at schools, religious institutions, local government institutions, service providers)? Opportunities/resources may include: volunteering, work, health or government services, social protection services, resources for those with disabilities			